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ABSTRACT

THIS PAPER DISCUSSES DEVELOPMENTS IN PUPIL PERSONNEL SERVICES IN CANADIAN SCHOOLS. THESE SERVICES ARE DEFINED AS PROFESSIONAL SERVICES, OTHER THAN CLASSROOM INSTRUCTION AND SCHOOL ADMINISTRATION, THAT ARE OFFERED BY THE SCHOOL TO HELP STUDENTS ATTAIN THEIR MAXIMUM PERSONAL DEVELOPMENT, AND FURTHER, TO FACILITATE THE EFFORTS OF PARENTS AND TEACHERS IN THE GUIDING AND TEACHING-LEARNING PROCESS. SUGGESTIONS FOR IMPROVEMENT ARE THAT (1) ALL PROFESSIONAL PERSONNEL WORKING IN SCHOOLS SHOULD HAVE A BACKGROUND OF TRAINING AND EXPERIENCE IN EDUCATION, (2) THE PUPIL SERVICES ADMINISTRATOR SHOULD BE AN ADMINISTRATIVE STAFF MEMBER WITH RANK, AND (3) UNIVERSITIES SHOULD BE ALERTED TO THE RESPONSIBILITY OF BRINGING PROFESSIONAL TRAINING TO COMMUNITIES OTHER THAN LARGE CITIES. (MF)

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EMERGING TRENDS IN ADMINISTERING PUPIL PERSONNEL SERVICES

Pupil Personnel Services in Modern Education

The focus of this conference is the 1970's. It is deemed imperative by this writer that developments in pupil personnel services reflect what is happening, or what should be happening in Canadian schools. Recently educators across North America have been blamed for most of the ills of modern society. Frankly I do not think we have been that influential. By the same token we have not taken the giant strides necessary to help eradicate problems such as lack of communication among people, poverty, life in big cities, etc.

If pupil personnel services are to be meaningful, then education must be meaningful. This must involve sweeping changes in our educational concepts and practices in Canada. School administrators are, of course in the best position to influence positive change. Such changes must come from dialogue about basic questions such as needs of people and education in a new world. Unfortunately, as educators, more of our time is spent discussing methods of tampering with present practices. Goals of all educators include "maximizing potential" so every citizen can make a worthwhile and valued contribution to society. To reach such a goal in the 1970's we must have some understanding of our modern student and his environment; an environment different from any ever known before.

The 1960's have been troubled times. If a prognosticator in the early or mid 1950's had predicted the violence on this continent, the general dissatisfaction of young people with their educational opportunity, the apparent

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gulf between generations; surely he would have been discounted as an alarmist. On the other hand predictions about men on the moon would not have been taken seriously either. Change can enhance or detract from the value of an individual human being. Whether the changes happening to us now are progressive or regressive will surely depend on how we predict them and then react to them. In an era of change there are loud voices raised, encouraging educators to "get back to basics", or "provide a core curriculum or set of experiences appropriate for all children in all circumstances." Unfortunately, today, in 1969, we do not even know what "the basics" really are. Wrenn (1968) looked at the speed and magnitude of change in the following manner

> Taking as a benchmark the number of facts thought to be known at the time of Christ, it is estimated that the number doubled by the year 1750. It took 1750 years to double the amount that was known. The information doubled again by the year 1900. It doubled again by the year 1950, and it doubled again by the 1960. It doubtless doubled again by 1965. The speed of change and the amount of information available to us is overwhelming.

The frightening aspect of this information is visualizing a secondary teacher using notes and lesson plans from ten years ago, or an administrator time tabling students into X minute periods for Y number of courses, as if our society was static and information constant.

Hohol (1969) looked carefully at the problems in administering pupil personnel services in a recent article. He assumed "general agreement on the part of educators that pupil services, are altogether necessary in today's education." (p. 253) Unfortunately in Western Canada we have not in my opinion, come this far. Pupil services may be one area where the general public and professional personnel outside of education are far ahead of educators. The recently completed Blair Commission (1969) on Mental Health in Alberta contained eighteen specific recommendations for expanded and

improved pupil personnel services in the Province of Alberta: These recommendations were made at a time when many educators in this area are still spouting cliches such as "good counselling is good administration" or relegating priorities for pupil services as an expendable or luxury item on educational budgets.

Pupil personnel services are necessary in modern education. Classroom teachers and principals cannot even provide accurate vocational information in a society where high school graduates select from some 30,000 different job opportunities, many of which were non existent fifteen years ago. We are now actually providing educational opportunities for virtually all students, and, therefore, have kinds of problems never known before when "education for all" was a myth ratherthan a reality. Only ten years ago in Alberta over half of any grade one class was gone by the late high school years. Now there are many more kinds of educational programs, dependent for their success upon relevance in today's world, as well as selection of students. Pupil personnel services are rooted in services to individual pupils with particular needs and problems. Educational programs today will only be as useful as our understanding of children.

SOME DEFINITIONS

"Pupil personnel services" is a term fairly new to the educational scene. The services themselves are not new and have been carried on in schools by teachers,principals, counsellors, and others, for many years. In 1895 a Calgary newspaper called for parental assistance to combat the "disastrous effects on school work in the senior classes of excessive indulgence in evening amusements, - - -. The need for combatting truancy

was noted in the same advertisement, placed of course by local school authorities.

Definitions of pupil personnel services are usually of two types - descriptions of functions of specialists, or descriptions of the goals of services. The latter type of description is preferable because at the moment writers in the field are agreed that these services are best performed by specialists. (Hohol, 1969,- Lowe, 1962,- Paterson, 1968,- Blair, 1969)

Pupil personnel services may be defined as those professional services other than classroom instruction and school administration, which are offered by the school to help pupils attain their maximum personal development, and further, to facilitate the efforts of parents and teachers in the guiding and teaching-learning process (Lowe, 1962). These services are for all children at all levels of ability, achievement and adjustment, and as such are not limited to remedial, disadvantaged, and crisis-oriented situations.

Pupil personnel services, then, are supportive of classroom functions and not a substitute for them. They are usually performed by school counsellors, remedial specialists, speech and hearing clinicians, school psychologists, school social workers, health specialists, and research personnel. Special educational programming for exceptional children often falls within their scope.

In Canada, almost all pupil personnel workers, except health specialists are dually qualified first as teachers, secondly as specialists within their discipline. In general, they have no teaching responsibilities, but educational training and experience are deemed important for them to fulfil their supportive role to instruction.

It is now permissible by definition to define pupil personnel services as" services provided by specialists." The discussion with respect to full time counsellor vs. teacher-counsellor has largely disappeared with urgent need for increased specialization in this, and all other pupil personnel areas. Wrenn (1968) has shown the rapidly changing move to full time specialists in the United States with these figures.

> Let me . . ., give you some 1965 figures on counsellors in the United States. Secondary school counsellors totalled 42,000. They had increased in number by 10% each year since 1960. Full time counsellors numbered 23,500, which was an increase over 1960 of 140%. Part time counsellors on the other hand, numbered 18,500 in 1965, and had decreased by 10%. So we have a marked increase in terms of full-time as opposed to part-time counsellors. We have moved very rapidly towards the assumption that counselling is a full-time professional job. (p. 5).

In a theoretical paper pinpointed at Western Canada, Andrews,(1965) noted both the increasing specialization in counselling, and reasons for it. He concluded that for numerous clear reasons of a theoretical, psychological, practical or economic nature the custom of employing teacher-counsellors to perform guidance and counselling services should give place without delay to a pattern of employing full time counsellors. In an experimental study, Dannemaier (1965) reached the same conclusion.

> The results of this study would refute the hypothesis that counsellors whose duties include the teaching of academic subjects have better professional relationships than do counsellors who do not have academic responsibilities. The hypothesis that full-time counsellors are more effective in counselling than are half-time counsellors is supported by the study.

While specialization within pupil personnel disciplines has become well established, so has the growth of each discipline, particularly in rural areas. Only a small percentage of American cities are not making use of pupil personnel workers, as shown by the following figures, abstracted from the N. E. A. Research Bulletin.

TABLE I

Professional Personnel	Not Providing Service to all Eligible (25,000 or more)
Speech Therapists	6.0%
Psychologists	
(a) Elementary	12.7%
(b) Secondary	12.7%
Full Time Counsellors	
(a) Elementary	58.7%
(b) Secondary	6.0%
School Social Workers	34.7%

(NEA Research Bulletin - 1967)

In Western Canada, representation of pupil personnel services varies greatly from city to city. Each province has developed services in slightly different ways and services range from adequate to nil. Almost universally though, is a real shortage of specialized help in rural areas. Another real problem has been lack of coordination between disciplines, and iack of leadership in this area from administrative personnel. Unfortunately services have often developed because of pressure from the public, or from particular special interest groups. Ideally, pupil personnel services should develop from needs of students in a particular area.

ORGANIZATION AND ADMINISTRATION OF SPECIALISTS

Obviously a specialist within a discipline is not in an ideal position to teach administration to administrators. However, some administrative problems in pupil personnel services have arisen from misunderstandings and could be easily corrrected. One emerging American trend is now influencing our conception of pupil services, in many instances

adversely. Most states do not require teacher certification for pupil personnel specialists. The advantages of this practice are obvious, the dangers are more subtle. It will be difficult to coordinate specialists who do not see the total educational picture and are therefore unable to perceive their role. In Canada now pupil personnel workers are being trained by University personnel without skills or experience in a public school milieu. Misunderstandings in these circumstances are both predictable and understandable. There is a case against dual certification - at the very least however, this writer would contend all professional personnel working in schools should have a background of training and experience in education. Perhaps there is time in Canada to make this a creative requirement, rather than abandoning the principle.

Another problem of administration has arisen through tradition. In many schools, vice principals have in the past assumed responsibilities of counsellors, thus creating one individual with both line and staff responsibilities. In spite of this incompatibility, many of these administrators managed both roles surprisingly well. Some students with authority problems could, of course, not be helped by such an individual, regardless of competence. By definition of function, a school based pupil personnel worker must not be seen as an authority figure by students. This worker is respected for expertise and competence, not position. Obviously, the person charged with administrative authority within a school is the principal. Pupil personnel positions are staff, not line positions.

Pupil personnel specialists working on an itinerant basis are a bit more difficult to categorize. The writer would agree with Hohol's

position (1969) as follows: ". . . if a major responsibility of instructional supervisors is to improve instruction, and that of pupil personnel services is to improve the child's capacity to use instruction to best advantage, both can be best carried out by staff and not line position." Pupil personnel workers should be hired to help children learn; they do this through skill, rather than position. Human relations problems are predictable but should not constitute major problems, as these workers are experts in this area.

The voice of a child can thus be heard through a psychologist or counsellor. The voice of the specialist can likewise be heard through the pupil services administrator, who should be an administrative staff member with rank. It is through this channel that Superintendents can be kept aware of the special human problems evident in this domain. This administrator should have training in administration as well as a specialized discipline, for he would provide a voice, an equal voice with other administrators, in the affairs of a school system. Unfortunately few such people or positions exist in Western Canada. Yet the hiring of specialists, without a channel for policy change through data, seems a poor sort of administration, even to a layman.

Another problem necessitates the appointment of a high level administrator in a pupil personnel services department. A specialist is likely to be very aware of problems in a particular discipline, less likely to be able to spot needs of children in an entire district. Specialists should be hired and services expanded to meet educational needs of children, rather than serve a particular discipline or profession. Best use of specialist talent can also be determined through field experience as well as training.

Lowe (1962) clearly outlines the pupil personnel department as an administrative unit in the following manner.

> The administrative unit, pupil personnel services is unique in one regard: it seeks to coordinate the efforts of the several service specialists in bringing about more meaningful learning experiences for children. The assumption is that, because of the interrelated nature of the interrelated services, to preclude unnecessary duplication and to increase efficiency, their co-ordination is essential. Both the parents and the teachers are of primary importance in implementing co-ordinated preventive, remedial, and corrective programs.

BIASES

The main purpose of schools has to do with instruction, rather than pupil personnel services, or for that matter, administration. If all administrators and pupil personnel workers were fired tomorrow, teachers could teach and students would learn. To admit a service is auxiliary does not deny the importance of that service. Pupil personnel services must be auxiliary to instruction in a school setting. Instruction, however, must be relevant. By understanding needs of children, needs of the community, and needs of society, administrators, teacher training instructors, and pupil personnel workers find their role.

The key person in the pupil personnel team is the school counsellor. All other specialists are dependant on the counsellor's ability to relate to children, parents, teachers and administrators. Specialized services are most useful when people who most need the service are clearly identified. The counsellor is a member of both the educational team of a school and the pupil personnel team of a district. His "front line" location gives him access to children, and knowledge of how and where help is needed.

In cooperation with his school principal, the counsellor is in an ideal position to bring the resources of a school system and a community to an individual in need of assistance. Counsellors should be available to all children in all schools, at all grade levels. Counselling services are for all children, not only children with serious problems.

Other pupil personnel specialists should meet needsof "exceptional children" or children needing very specialized services. All pupil personnel workers should have training in a faculty of education and should have a commitment to education. Training programs for each specialist should be different, so each worker has particular and specialized areas of competence. Allocation of all workers should be made with needs of total system in mind. In Western Canada there are serious and severe shortages of school psychologists, speech therapists, elementary counsellors and adult counsellors. Educators have done a better job of providing programs for adults, than they have in providing services to find need for programs and counselling services for adults in need of these programs.

Rural and county school children are often at a real disadvantage in our society because of a serious lack of pupil personnel services. Many of our fine facilities such as hospital schools, technical institutes, adult upgrading opportunities, etc., are open only to particular children. Because of constant changes in programs, rural children are almost always at a disadvantage because of a lack of up to date information. Smaller centres must help to equalize opportunity through the development of pupil personnel departments, if necessary serving more than one district.

Educators, and particularly educational administrators, must be cognisant of the dangers of educational upgrading. Prerequisites and qualifications for entry to programs or job opportunities must be realistic, as by definition all students cannot be above average. Lower ability and handicapped students are having more and more difficulty as educational programs designed for them are upgraded beyond their reach.

Public pressure is ahead of conservative educators with respect to the need for quality pupil services. Recommendations like the ones contained in the Ontario Hall-Dennis report, or Alberta Blair Report should be instituted immediately. Public schools should intensify pressure to remain involved in training programs for pupil personnel workers. Training programs - including practicums must be expanded and strengthened, hopefully, with the full cooperation of the public schools. University programs apart from work situations will be a course of frustration for many years. Pupil services cannot exist apart from pupils. School administrators should make high priority for improving qualifications of present pupil personnel workers. In some instances no service would be an improvement over part time inadequate help. Universities must be alerted to the responsibility of bringing professional training to communities other than large cities. In Canada public schools have traditionally been in advance of University faculties in pupil personnel practices. Demands for improved training will succeed as now some of our training programs are second to none in the continent.

EMERGING TRENDS IN CANADA

1. Pupil personnel workers are becoming more professional, more relevant, and better trained.
2. Pupil personnel departments are combining scattered services under one administrative unit.
3. Pressure from professional associations is putting emphasis on a pupil personnel worker's professional discipline apart from education.
4. Some University training programs are losing touch with schools and becoming self perpetuating.
5. Large increases in quality and quantity of counsellors will make shortages rare in a very few years.
6. Increased demand for pupil personnel workers will come from rural areas, adult education centres, and elementary schools.
7. Increased cooperation between Universities and schools can prevent administrative-pupil personnel rifts now prevalent in the United States.
8. Teacher certification will cease to be a requirement for professional service in schools. (This trend has many dangers, but is far advanced.)
9. Administration of pupil services will lie in the hands of administrators rather than specialists.
10. Advanced pupil personnel services will help educators keep educational programs relevant to the needs of real students, needing help now in a changing world.

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